

1 UNITED STATES DISTRICT COURT  
2 EASTERN DISTRICT OF TEXAS  
3 BEAUMONT DIVISION

4 UNITED STATES OF AMERICA | DOCKET NO. 1:16CR26

5 VS. | APRIL 12, 2018

6 | 10:51 A.M.  
7 CHRISTOPHER CRAMER AND  
RICKY FACKRELL | BEAUMONT, TEXAS

8 -----  
9 VOLUME 1 OF 1, PAGES 1 THROUGH 26

10 |  
11 | REPORTER'S TRANSCRIPT OF EXCERPT OF  
VOIR DIRE EXAMINATION OF PROSPECTIVE JUROR 66

12 | BEFORE THE HONORABLE MARCIA A. CRONE  
UNITED STATES DISTRICT JUDGE  
13 |-----  
14 |  
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1

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1 [OPEN COURT, DEFENDANTS PRESENT.]

2 (Prospective Juror 66 enters the courtroom. )

3 (Oath administered.)

4 THE COURT: All right, Ms. Stanley. After  
10:51AM 5 answering your questions last week, are there any answers  
6 that you would want to change that you can think of at  
7 this time?

8 PROSPECTIVE JUROR: No, ma'am.

9 THE COURT: Very well. I'll hand it over to  
10:51AM 10 the lawyers.

11 VOIR DIRE EXAMINATION OF PROSPECTIVE JUROR 66

12 BY MR. BARLOW:

13 Q. Good morning, Ms. Stanley.

14 A. Morning.

10:51AM 15 Q. Hi. I'm Doug Barlow; and along with Mr. Black, we  
16 represent Mr. Cramer. We want to visit with you about  
17 some of your answers here and some general principles.  
18 Okay?

19 Let's start out with Question No. 38. You  
20 answered that and told us that your husband was an MP in  
21 the military?

22 A. Yes, sir.

23 Q. Okay. How long did he serve as an MP?

24 A. That part, I'm not sure. We just -- we met after  
10:52AM 25 he retired from the military.

1 Q. Okay.

2 A. And just recently got married. We have been  
3 married about three years.

4 Q. Okay.

10:52AM 5 A. So, the particulars on the amount of time that he  
6 served as that duty, I'm not sure.

7 Q. Okay. Well, in cases like this, criminal cases, a  
8 lot of times there are law enforcement people who  
9 testify. Just by virtue of you knowing about your  
10 husband's service as a police officer, you wouldn't give  
11 any added credibility to someone who testified just  
12 because they're a police officer, would you?

13 A. I don't feel that I would, no.

14 Q. Okay. Some people believe that they're more  
15 believable just because they're a peace officer.

16 A. Well --

17 Q. Any problem -- tell me how you feel about that.

18 A. I feel that they should be.

19 Q. They should be. That's true.

10:53AM 20 A. Yes.

21 Q. But the law says that you have to judge each  
22 witness on an even plane and decide whether they're  
23 telling the truth or they're not telling the truth and it  
24 wouldn't be fair for a witness to come in and  
25 automatically have some added credibility --

1 A. True.

2 Q. -- when you haven't even heard the evidence.

3 A. Sure. Yes.

4 Q. You agree with that?

10:53AM 5 A. Yes, sir.

6 Q. And Question No. 47 on page 9, you mentioned that  
7 you think the effectiveness of the criminal justice  
8 system has been hampered by social media. Can you tell  
9 me a little more about that?

10:53AM 10 A. Well, I'm a schoolteacher; and I've watched the  
11 children's attitudes change toward our criminal justice  
12 system, more or less. They think -- a lot of them think  
13 that the police are the bad guys, and that's how I -- I  
14 think a lot of that has to do with social media and the  
15 things they see and hear on social media.

16 Q. Okay. Anything about that that would affect your  
17 jury service, though?

18 A. No, sir.

19 Q. Okay. Question No. 61, you told us about your  
10:54AM 20 prior jury service; and that kind of bothered you  
21 apparently, your service, about how that went down?

22 A. A little bit, yes, sir.

23 Q. Tell me a little bit about that.

24 A. Well, they picked a jury and they just walked  
10:54AM 25 us -- from what I remember, they just walked us by this

1 lady that was sitting in confinement and she was in a  
2 straight jacket and then sent us into a room to decide  
3 whether or not she was competent and that seemed to be --  
4 I mean, it was hard to me to decide if someone is  
10:54AM 5 competent when you see them in that state.

6 Q. How long ago was that?

7 A. It's been years ago. I couldn't even tell you how  
8 long ago it was.

9 Q. And where was that?

10 A. In Jefferson, here.

11 Q. Okay. Well, long ago you had to have a jury to  
12 determine competence; and it may have been an agreed  
13 thing.

14 A. It seemed like it was already done.

10:55AM 15 Q. And now they can waive a jury and have the judge  
16 make that determination, but it was just the way the  
17 system used to work. They had -- they may have a jury to  
18 do it and even though all sides agreed.

19 A. Okay.

20 Q. So, that may have been why that happened.

21 A. Okay.

22 Q. Let's talk about the death penalty issues a little  
23 bit, starting out with Question 73.

24 You told us a lot in 72 about how you feel  
10:55AM 25 about the death penalty, but you indicated in 73 that you

1 don't have any opinion at all about -- either for or  
2 against the death penalty. Okay?

3 A. Well, I read the other ones. Like A said it would  
4 make it difficult for me as a juror to reach a verdict of  
5 guilty or not guilty, and I didn't feel that that was --  
6 my opinion would make it difficult.

7 And then -- it was just a matter of  
8 elimination as I read them.

9 Q. Okay. The next question, 74, you indicated the  
10 very top that said you feel strongly that it is important  
11 that we have the death penalty as punishment.

12 A. Well, I think we need a penalty as strong as the  
13 death penalty.

14 Q. Okay.

15 A. I feel it should fit the crime sometimes.

16 Q. Okay. Tell me a little bit more about your  
17 feelings about the death penalty, why we ought to have it  
18 and what purpose you think it serves.

19 A. Well, I think when someone commits a crime that  
20 they're found guilty of, sometimes it -- the penalty  
21 should be the death penalty.

22 Q. Okay.

23 A. And I don't know -- I really -- before this I had  
24 never really given it a whole lot of thought.

25 Q. Okay. Some people believe that -- kind of the old

1 "eye for an eye" theory, that if you take a life, you  
2 should forfeit your life; and other people believe the  
3 death penalty is something we really ought to use just as  
4 a last resort if there's nothing else we can do about an  
10:57AM 5 individual that's been convicted of capital murder.

6 Do you see how there's those different  
7 extremes?

8 A. Yes. I wouldn't say I'm really an "eye for an  
9 eye" because there are circumstances for murder -- you  
10 know, there are times when I guess you would say that's  
11 justifiable, you know, if you --

12 Q. Well, if it's justifiable -- you have to get past  
13 that hurdle. If it's justifiable or it's legally  
14 excused, it's not a crime at all.

10:58AM 15 A. Okay.

16 Q. So, it's only those cases where somebody has been  
17 convicted of that premeditated capital murder that you  
18 ever face those issues.

19 A. Okay.

20 Q. And if you sat on the jury, you would have to  
21 listen to enough facts before you could ever get to that  
22 stage; and you would have found a person guilty of that  
23 premeditated capital murder.

24 A. Okay.

10:58AM 25 Q. You would then have to go through that second

1 phase where someone has been proven to be eligible for  
2 the death penalty with one of those aggravating  
3 circumstances, and you've already crossed that hurdle.

4                   Then you get to the last stage that we've  
5 talked about this morning, and that's the stage where the  
6 government is required to put on aggravating  
7 circumstances. That's something that's bad, as they say,  
8 that would cause a person to lean towards the death  
9 penalty. And some folks believe, well, if they get to  
10 that stage, then it's over. That's enough for the death  
11 penalty right there. The law says that you still have to  
12 have an open mind about whether the sentence should be  
13 death or life.

4 Do you think if you went through those three  
5 stages, you would have your mind made up or would you  
6 still be open to a life or death sentence?

7 A. I think I could stay open-minded.

8 Q. Okay. And the law also says at that point you  
9 have to weigh those aggravating circumstances even if  
10 there's no mitigating things presented to you and decide  
11 whether a death penalty is sufficient or not. Do you  
12 think you could keep your mind open?

23 A. I think I could. I think it would be a hard  
24 decision to make.

25 Q. Okay. Well, it's supposed to be.

1 A. Yes.

2 Q. The defense then has the right to put on  
3 mitigating evidence. Do you understand what that is?

4 A. Yes, sir.

10:59AM 5 Q. Okay. Is there anything that comes to mind to you  
6 of what would be mitigating in a case like this?

7 A. Well, from the slideshow earlier, it said, you  
8 know, the childhood circumstances.

9 Q. Okay. And there's no end to the list of what  
10 people come up with. They talk about the environment --

11 A. Right.

12 Q. -- somebody that's grown up in child abuse, social  
13 problems somebody may have. It's just anything. And  
14 some people don't believe any of that is important, and  
15 they don't want to listen to it at all. But I gather  
16 that's something that you would think would be important  
17 for consideration?

18 A. I think so. I feel that they -- you know, I just  
19 relate everything to teaching, that, you know, it makes a  
20 difference how a child behaves in my classroom depending  
21 on what happened before he got there, you know, the home  
22 circumstances. It doesn't always excuse a disruptive or  
23 a bad behavior, but it's kind of that I guess you would  
24 say mitigating. Would that be something like that?

11:00AM 25 Q. Yeah. That's a very good example. Something that

1 explains the behavior.

2 A. Okay.

3 Q. And it's not an excuse for the offense, but it  
4 tells you why these things are happening.

11:00AM 5 A. Okay.

6 Q. I know exactly what you're talking about. My wife  
7 just retired from teaching. So, I heard that an awful  
8 lot.

9 You indicated also that you know a little bit  
11:00AM 10 about gangs in prison?

11 A. I did?

12 Q. Well, that's Question 90. It's just a "yes" or  
13 "no" question. So, it doesn't really go into depth.

14 A. Oh, have you ever heard of gangs? But only like  
11:01AM 15 from the movies.

16 Q. Okay.

17 A. Yeah. It's not a --

18 Q. Have you formed any kind of opinions about how  
19 gangs operate or anything like that?

20 A. Not really, no. I've wondered how they do that  
21 kind of thing once they're in prison, but I guess they do  
22 still socialize so...

23 Q. Okay. Do you know anything about prison life at  
24 all?

25 A. No, sir, not really.

1 Q. Know anybody that's been inside a prison?

2 A. None other than a preacher, you know, going in  
3 and...

4 Q. A preacher going in?

11:01AM 5 A. Well, going in and preaching, you know.

6 Q. Right. Do you have any personal experience in  
7 that?

8 A. No, sir.

9 Q. Do you think that might be a different world that  
11:01AM 10 perhaps most of the general public doesn't know anything  
11 about?

12 A. I would think so.

13 Q. Okay. Do you have any questions of me, ma'am?

14 A. Yes.

11:02AM 15 Q. Okay.

16 A. And I don't know -- I'm just going to ask you. If  
17 you're defending someone and you know they're guilty, are  
18 you, by law, still required to defend them; or can you --  
19 I mean, would you still defend them if you knew they were  
11:02AM 20 guilty?

21 Q. Well, those are personal questions that I probably  
22 wouldn't answer; but I can tell you under --

23 A. Okay.

24 Q. -- the law, everyone is presumed to be innocent  
11:02AM 25 and everybody is entitled to counsel, whether they were

1 guilty -- not talking about this case. Whether they're  
2 guilty or not guilty, everyone is not guilty unless the  
3 prosecution, either the state or the government, can  
4 prove them guilty beyond a reasonable doubt.

11:02AM 5 A. Right.

6 Q. And our Constitution entitles somebody to a  
7 defense. They're not entitled to put on false things,  
8 but they're entitled to have their constitutional rights  
9 protected.

11:03AM 10 A. Okay.

11 Q. So, does that help you out a little bit?

12 A. Yes, sir.

13 Q. Okay. Thank you.

14 VOIR DIRE EXAMINATION OF PROSPECTIVE JUROR 66

11:03AM 15 BY MR. MORROW:

16 Q. Good morning, Ms. Stanley.

17 A. Good morning.

18 Q. Judge told you my name is Robert Morrow, and  
19 Gerald Bourque and I represent Ricky Fackrell.

20 When you first got up there, I thought, oh,  
21 gosh, she talks so softly and she's not going to want to  
22 say very much; but you really got going there pretty  
23 good. Normally we don't get to answer juror's questions  
24 like that. I'm going to get back to that question of  
25 yours. But the example you gave about mitigation about

1 children in your classroom, that was very insightful; and  
2 I want to kind of talk about that for a little bit.  
3 Okay?

4 You and Mr. Barlow talked about mitigation  
11:03AM 5 which might help explain behavior, and your example was  
6 from your classroom. Something bad happened -- no  
7 breakfast, parents fighting -- that might affect how a  
8 child behaves. You've seen that, haven't you?

9 A. Yes, sir.

11:03AM 10 Q. What's the worst example of that you've seen in  
11 your experience?

12 How long you been a teacher?

13 A. 19 years. I taught adaptive behavior for 3 years,  
14 elementary; and I saw a lot of that from -- because the  
11:04AM 15 children's home lives were from emotionally disturbed,  
16 abuse, and all that kind of stuff. And probably the  
17 worst scenario was just over the holidays, starting all  
18 over with a child after being home in that environment.  
19 I don't have any real specific situation, but it happened  
11:04AM 20 all the time.

21 Q. The more you had them with you, you had a better  
22 chance to accomplish something and teach them something?

23 A. Yes, sir.

24 Q. And then when they were away a long time, you had  
11:04AM 25 to start over basically.

1 A. (Moving head up and down).

2 Q. Well, that is very interesting. I appreciate your  
3 work. We know that you don't get paid nearly enough for  
4 all you put into it. So, thank you.

11:04AM 5 I want to talk about a different kind of  
6 concept of mitigation like that. You may get mitigation  
7 that explains somebody's conduct, but you also may get  
8 mitigation that just gives you more information about  
9 somebody, how they maybe came to be to where you're  
11:05AM 10 looking at them in court. That doesn't necessarily  
11 explain the conduct but gives you fuller information  
12 about who they are to help you decide an appropriate  
13 punishment.

14 Does that seem like a good concept?

15 A. Yes.

16 Q. Would you embrace that part as well?

17 A. I think I could. I think so.

18 Q. Would that be just as meaningful to you as the  
19 other type of mitigation which might directly explain why  
11:05AM 20 somebody behaved a certain way?

21 A. I would have to consider it, for sure, yes.

22 Q. And you would be willing to do that?

23 A. Yes, sir.

24 Q. Okay. Another aspect of our case, we have two  
11:05AM 25 defendants here at this table, big table, lots of

1 lawyers. But as I think Mr. Bourque has stressed, our  
2 job is to represent Mr. Fackrell; and Mr. Barlow and  
3 Mr. Black represent Mr. Cramer. But you as jurors,  
4 you're going to hear all this information washing over  
11:06AM 5 you at one time; but when you go back to deliberate,  
6 you're going to be asked to separate that out and only  
7 consider what the government did or didn't prove about  
8 Mr. Fackrell or what information we offer and then  
9 separately what Mr. Cramer -- information you have about  
11:06AM 10 him.

11 Do you think you could do that?

12 A. I think I -- I would have to try.

13 Q. Maybe that math background is going to help you a  
14 little bit there?

11:06AM 15 A. Maybe, yeah.

16 Q. That's something that really concerns us because  
17 you're going to hear about a whole new environment, about  
18 prison and what life is like in there, and we just worry  
19 that it would be difficult for you to separate those two  
11:06AM 20 things and, so, we want to keep reminding you that at the  
21 end of this process, you know, you're going to be asked  
22 to make an individual judgment. Can you do that?

23 A. Yes, sir.

24 Q. Now, let's contrast this service with that -- I  
11:06AM 25 don't know what you want to call it -- sham of a trial

1 you were on before, you know, when you walked past the  
2 woman -- was it a woman?

3 A. Yes.

4 Q. So, that was not something we're going to make an  
11:07AM 5 excuse for. This is exactly the opposite of that. So,  
6 you're going to be given weeks and weeks of testimony and  
7 you're going to be asked then to go back and deliberate  
8 individually. Did y'all have much deliberation, much  
9 talk?

11:07AM 10 A. Not really, no.

11 Q. We need for you to be able to do that, to talk to  
12 the other jurors; but we also need for you to be able to  
13 vote your individual conscience about what you think the  
14 result should be. You sound like somebody that's going  
15 to insist on doing that.

16 A. Yes, I think I could -- I would.

17 Q. Okay. So, you would welcome an opportunity, I  
18 would think, to have the opposite of that last experience  
19 that you had; is that right?

20 A. Yes.

21 Q. Okay. Being a teacher for all these many years,  
22 you're used to making decisions and telling people how to  
23 do their work; but could you respect the other jurors'  
24 decisions if they were different from yours? Could you  
25 understand each of them has to make that same individual

1 choice?

2 A. Yes.

3 Q. Okay. The idea about this being a prison case,  
4 too, that's the last thing I want to touch on before I  
11:08AM 5 sit back down. This is not going to be something that  
6 you would have heard about before. I mean, you know,  
7 even a T.V. show or something about prison life. And  
8 we're worried that just that one aspect -- you know, this  
9 doesn't take place in a convenience store or a home or --  
11:08AM 10 it's in prison. So, there's a whole different set of  
11 rules and life that you're going to learn about; and we  
12 have to make sure that you're open to that and you  
13 won't -- just by the fact that our client has been  
14 convicted of a crime and is charged with another one, you  
11:08AM 15 won't necessarily start him off so far behind that we're  
16 never going to catch up.

17 Is that something that you think you could do?

18 A. Yes, sir.

19 Q. Could you talk to me about that just a little bit?

11:08AM 20 A. Well, like you said, you have to pick up where  
21 they -- where you start with them. So, rather than have  
22 that preconceived notion that they're already a bad  
23 person and they've just added another thing to their rap  
24 sheet, so, you know, just convict them because of that, I  
11:09AM 25 don't think that would be fair.

1 Q. You've dealt with a lot. You've got a lot of  
2 information. You've seen a lot of kids. Do you think  
3 that you could just accept that information and -- and  
4 that's the environment you're going to have to make your  
11:09AM 5 decision in. This is a prison case, and that's -- we  
6 just want to make sure that you can be fair to us with  
7 that being the starting point. Can you?

8 A. I think I could, yes, sir.

9 Q. And the last thing I just want to kind of answer  
11:09AM 10 your question just a little bit. Mr. Barlow I think did  
11 a really good job of that. But, you know, for us as  
12 lawyers, we really do honor the rules; and the  
13 presumption of innocence is very important to us. I  
14 think what you're going to find in most cases is, you  
11:09AM 15 know, it's not so much a question of us making a  
16 decision. It's trying to bring both sides of a fact  
17 situation to you. Certain things happened. The events  
18 themselves may not be in dispute. It's how you should  
19 interpret those events. It's a perspective that's  
11:10AM 20 important. You can imagine our clients might have a  
21 different perspective than other people that were  
22 involved in the same events. Do you see what I'm saying?

23 A. Yes, sir.

24 Q. So, we take it as a high honor to be able to come  
11:10AM 25 in here and represent someone with their life on the line

1 and have a chance to tell you what it is that we think is  
2 important about the facts and ask you to consider them  
3 from our perspective; and that's what we do. And the  
4 government does the same thing from their perspective.

11:10AM 5 Does that make sense?

6 A. Yes, sir.

7 Q. Thank you so much. I appreciate your time.

8 A. Thank you.

9 VOIR DIRE EXAMINATION OF PROSPECTIVE JUROR 66

11:10AM 10 BY MR. CRAFT:

11 Q. Hello, Ms. Stanley.

12 A. Hi.

13 Q. I hope you remember my name is John Craft. I'm  
14 one of the three prosecutors in the case.

11:10AM 15 A. Yes, sir.

16 Q. You getting combat pay for 7th grade math teacher?

17 A. No, sir.

18 Q. I think I can relate at least a little. A million

19 years ago in the Late Cretaceous while I was going

11:11AM 20 through graduate school the first time, I substitute  
21 taught in middle school. I was selected often not for my  
22 necessary intellect but based on my size. I kept the  
23 school from being burnt down during the day, and I was  
24 popular with the principal.

25 A. I wouldn't want to be a substitute.

1 Q. Right. And I thought it was interesting that you  
2 said that you -- and quite naturally so -- look at the  
3 world from your perspective and lengthy perspective as a  
4 teacher.

11:11AM 5 A. Yes, sir.

6 Q. So, I wanted to ask you about that a little bit.  
7 I think that's probably a very even-handed way to look at  
8 the world.

9 I would imagine in your classroom there are  
10 probably super spellers, for lack of a better word. I  
11 mean, they always got their hands in the air; and they're  
12 right up front?

13 A. Yes.

14 Q. And then there are probably more diffident  
15 students. I used to call them "C minus ghetto." They  
16 sit in the back, and they're probably not your favorites.  
17 And lucky for me you weren't my 7th grade math teacher  
18 because I hated math and there's a rumor going around  
19 that I might have been fractious in middle school, but  
20 that's just a patent falsehood.

21 So, let me ask you this question: If one of  
22 your C minus ghetto dwellers came in and didn't have his  
23 assignment and said, "Dog ate my homework," you might  
24 meet that with some skepticism, right?

11:12AM 25 A. Right.

1 Q. How about if there were other facts that supported  
2 that? Maybe you had a YouTube video of Fido actually  
3 eating his homework. Maybe that would change your  
4 perhaps negative expectation of that person?

11:12AM 5 A. Yes.

6 Q. Well, I wanted to set that as a context for you  
7 because you've heard that there may be some cooperating  
8 inmate testimony in this case; and there has been a  
9 suggestion that, well, just can't believe those people  
11:12AM 10 and names have been called. And in fact, the judge is  
11 going to give you an instruction if you're on the jury --  
12 and I'll read it to you -- that you should never  
13 convict -- and this is with regards to accomplice or  
14 informer testimony -- that you, as a juror, should never  
11:12AM 15 convict any defendant upon the unsupported testimony of  
16 such a witness unless you believe that testimony beyond a  
17 reasonable doubt.

18 So, my question is: Would you be open, as you  
19 were in the case of your C minus ghetto dweller who had  
11:13AM 20 something that you weren't necessarily going to be  
21 receptive to because you've had some experience with him,  
22 going to be open to looking at other facts that might  
23 tend to support that objectively; or would you just throw  
24 out the baby with the bath water and say, "Well, I don't  
11:13AM 25 like inmate testimony" or "I don't like my C minus ghetto

1 fellow and, so, I'm just not going to listen to what else  
2 he has to say"?

3 A. No. I'd have to consider it.

4 Q. So, you'd keep an open mind?

11:13AM 5 A. Yes, sir.

6 Q. All right. I wanted to ask you about your answers  
7 to questions 99 A and B.

8 And that was your definition of premeditation.

9 And, of course, you completed those answers before you  
11:14AM 10 had the benefit of the instruction that you got from the  
11 attorneys this morning about legally what constitutes  
12 premeditation.

13 In fact, you said (reading) I think  
14 premeditation would be accompanied by motive, not just a  
11:14AM 15 reaction to immediate situation.

16 And then you went down in substantial  
17 premeditation, you talked about (reading) substantial  
18 period of time, plenty of evidence to support that.

19 Do you understand that those things could  
11:14AM 20 happen, premeditation and substantial premeditation,  
21 based on the facts, in a very short period of time?

22 A. Yes.

23 Q. And you should further understand that of course  
24 words are expected to have their plain meaning and you'll  
11:14AM 25 get instruction on premeditation, but you may have to

1 make the judgment call based on the facts that you've  
2 heard, if you're selected as a juror, what constitutes  
3 substantial and also what constitutes insubstantial. So,  
4 you'll have to make that judgment.

11:14AM 5 I'll give you an example to see if you see  
6 what I'm talking about here. Let's imagine back when you  
7 were 18 and dating, your mom said, "Be home at 11:00  
8 o'clock sharp." I don't know if that ever happened, but  
9 let's just imagine. 11:00 o'clock. 11:00 o'clock comes  
11:15AM 10 and goes. You're not home. You're in the doghouse. But  
11 you walk in the door one minute later. Was that a  
12 substantial or insubstantial deviation from Mom's rules?

13 A. Insubstantial I think.

14 Q. Okay. What if you got to be 30 or 40 minutes  
11:15AM 15 late? Might be bouncing toward the --

16 A. Substantial.

17 Q. You see what I'm saying?

18 A. Yes, sir.

19 Q. It's a judgment call based on the person making  
11:15AM 20 that judgment, and you might be that person if you're  
21 selected for the jury. And you'd make that decision  
22 based on the facts and the events that required you to  
23 make that decision; is that correct?

24 A. Yes, sir.

11:15AM 25 Q. Thank you.

1 MR. CRAFT: No further questions of this  
2 witness.

3 THE COURT: Counsel, are there any questions  
4 for the court?

11:15AM 5 MR. CRAFT: Not from the government, judge.

6 MR. MORROW: No, your Honor.

7 MR. BARLOW: No, your Honor.

8 THE COURT: All right. Ms. Stanley, we're  
9 finished with respect to this portion of the jury  
11:16AM 10 selection process and your name has been added to the  
11 list of potential jurors, but you may or may not be  
12 selected to serve on the jury. The court's clerk will be  
13 in touch with you with regard to your future obligations.  
14 So, you're excused temporarily; but you're not discharged  
15 from service.

16 PROSPECTIVE JUROR: Thank you.

17 THE COURT: Thank you.

18 (Prospective Juror 66 exits the courtroom.)

19 (END OF EXCERPT.)

20  
21 COURT REPORTER'S CERTIFICATION

22 I HEREBY CERTIFY THAT ON THIS DATE, APRIL 24,  
23 2018, THE FOREGOING IS A CORRECT TRANSCRIPT FROM THE  
RECORD OF PROCEEDINGS.

24  
25 /s/  
TONYA JACKSON, RPR-CRR